**How I Learned to Be Strategic about Writing Comments**

**Title and First Section**

Inference: Look at the title of the article. What do you know about Cris Tovani before beginning to read the article?

Prediction: Based on the title, write 3 true statements that you expect to find in the article.

Say something: Work with a partner, but begin by reading the first section of the article silently. When you have both finished reading, you each need to say something. You can make a prediction, ask a question, make a comment or make a connection. Jot down what you plan to say before talking with your partner. If one of you can’t do either of the 4 options, reread the text silently again.

Identifying key words: Explain each of the following words in the context of the first paragraph. Be sure to use your own words to explain how the word connects to the article. You have 2 minutes to jot down what you will say for each word before sharing your thoughts with your partner.

- grade - discouraging -streamlined - feedback

**Lessons from a Coach**

Asking Questions: Read the section silently. Write 2 questions that are answered in the text. Pair and ask your questions. Answer the questions your partner asks. Reread if necessary.

Summarize: Write a 1 sentence summary explaining between coaching and instructional feedback.

**Putting Time Where It Matters**

Proof for/proof against: Read this section silently. As you read determine if the statements that follow are true or false. Summarize the part of the text that proves or disproves each statement.

|  |  |  |
| --- | --- | --- |
| **Proof for** | **Statement** | **Proof against** |
|  | Tovani believes that it is important to give feedback before giving the final grade. |  |
|  | It does not take that long to grade comprehension checks. |  |
|  | Comprehension checks require higher order thinking. |  |
|  | Students have the opportunity to compare their work to high quality responses. |  |

**Looking for Patterns**

It Says, I Say and So: Answer each of the following questions in the chart below. In the column “It says” give the answer from the text. In the column “I say” give your opinion. Then, explain the inference that you made in the “and So” column.

|  |  |  |
| --- | --- | --- |
| **It says…** | **I say…** | **And so….** |
| 1. What ratio does Gallagher give for writing? | | |
|  |  |  |
| 2 Why do teachers need feedback from students before summative grades are given? | | |
|  |  |  |
| 3. Why is it important to have evidence of how a student is thinking? | | |
|  |  |  |

**Skip to the last paragraph of the article.**

**Getting Closer to that Perfect World**

Text to self connection: How does the summary paragraph connect or not connect to your thinking about giving feedback? Jot down your thinking and then share/compare with your partner.

Somebody Wanted But So: Read the final section again to determine who wanted something, what happened to create the problem and how the problem could be solved.

|  |  |  |  |
| --- | --- | --- | --- |
| **Who?** | **What they wanted?** | **What the problem is?** | **And the solution?** |
|  |  |  |  |

Text to self connection: How does the summary paragraph connect or not connect to your thinking about giving feedback? Jot down your thinking and then share/compare with your partner.

**Silent Reading Think Sheets/Exit Tickets/Response Journals/Streamlining the Process**

Double column notes: Read the remaining sections. Note ideas for dealing with the 2 key challenges identified by Tovani. Indicate how her ideas might be used in your classes.

|  |  |  |
| --- | --- | --- |
|  | **Suggestions from text** | **What might work in my class** |
| **Silent Reading Think Sheets** | | |
| Limiting comments |  |  |
| Identifying patterns of understanding |  |  |
| **Exit Slips** | | |
| Limiting comments |  |  |
| Identifying patterns of understanding |  |  |
| **Response Journals** | | |
| Limiting comments |  |  |
| Identifying patterns of understanding |  |  |
| **Streamlining the Process** | | |
| Limiting comments |  |  |
| Identifying patterns of understanding |  |  |

**Summarize**

**Most important word:** Pick 4 key words and write a brief explanation of why each word is so important in the context of the text. Share your thinking with your partner.

**One sentence summary:** Use your words and/or the words of your partner to create a one sentence summary of the article.